

Kindergarten Week 2: Communication is Key!

Estimated Time	Total Time: approximately 60-75 minutes/day Work at the pace that works best for you and your child.
Grade Level Standard(s)	All activities are aligned to Common Core State Standards for Kindergarten. To learn more about these standards, please visit the following: <ul style="list-style-type: none"> Common Core State Standards for Kindergarten Parent Roadmap: English Language Arts - https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/Updated%20ParentGuide ELA K.pdf Mathematics - https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/ParentGuide de Math k.pdf
Caregiver Support Option	Participate with your child in the suggested activities below to facilitate shared learning.
Materials Needed	Paper, writing utensils (crayons, markers, pencils), scissors, glue or tape. Suggested Books: <i>Listening Time / Momento para escuchar</i> by Elizabeth Verdick <i>The Technology Tail</i> by Julia Cook <i>A Letter to Amy</i> by Ezra Jack Keats <i>Mail Carrier: El Cartero</i> by Joann Early Macken Links to additional digital resources available on the last page of the packet.
Question to Explore	<ul style="list-style-type: none"> In what ways can we communicate with others? What forms of communication do I use most often? How often do I communicate with my family? My friends?
Student Directions	Each activity below has directions for you to follow.



If you would like to provide feedback on this packet, please scan the QR code.



Day 1: Personal Phone Book

Introduce the Topic: Explain to your child that one way to get in touch with other people is to call them. Begin by asking the following questions.

- Who would you like to stay in contact with that you may not see everyday?
- What do we need to call someone?
- How would you prefer to communicate with others?

Learn & Discuss: Keeping in touch with others is more important than ever during the current state of the world. Remind your child that staying connected to one another allows others to know that you care about them. Explain that before we had the modern technology that many use today, people kept track of contact information using a personal phone book.

Literacy Activity: Assist your child in developing a list of people they would like to keep in contact with. After creating the list, allow them to write down each person's phone number and address (this can also be a google number and/or an email address). They can use the following template or write it in a journal with blank paper.

My Phone Book

Name: _____ Address: _____ Phone: _____ Email: _____	Name: _____ Address: _____ Phone: _____ Email: _____
Name: _____ Address: _____ Phone: _____ Email: _____	Name: _____ Address: _____ Phone: _____ Email: _____
Name: _____ Address: _____ Phone: _____ Email: _____	Name: _____ Address: _____ Phone: _____ Email: _____
Name: _____ Address: _____ Phone: _____ Email: _____	Name: _____ Address: _____ Phone: _____ Email: _____

Name: _____	Name: _____
Address: _____	Address: _____
Phone: _____	Phone: _____
Email: _____	Email: _____

Music/Movement Activity - Brain Reset: Instruct your child to touch their left ear with their right hand and at the same time touch their nose with their left hand. Then have them switch their hands and touch their right ear with their left hand and their nose with their right hand. Switch back and forth a few times. Then have them close their eyes, take a deep breath, and blow it all out.

Math Activity - Telephone Number Totals: Allow your child to use the telephone numbers from your phone book to find the following solutions.

1. How many digits are in each phone number? _____
2. Using a seven-digit phone number, each one is divided into 2 parts. The 3-digit prefix comes first followed by the remaining 4 numbers. If you look at the 3-digit prefix, what is the largest possible number? _____
3. Whose phone number prefix is the smallest? _____ What is that number? _____
4. Whose phone number prefix is the largest? _____ What is that number? _____
5. Add all seven (or 10 including the area code) digits and find the sum of at least 3 phone numbers. What is the largest number? _____

Extension Activities: Alphabetize your phone numbers by first or last name. Order the phone number prefixes (312, 773, etc..) from smallest to largest. Add the digits of each prefix and determine if the order is the same or different.

Telephone Math: Find the sum of a word using the numbers on a phone. Make a list of 10 words then find the sum of the word. For example, the word MATH would be $6 + 2 + 8 + 4 = 20$.



Social Emotional Activity: Keep track of how often you communicate with each person listed in your phone book. Start each conversation with a compliment or positive remark.

Day 2: Snail Mail

Introduce the Topic: Explain to your child that another way to keep in contact with others is through U.S. mail. Begin by asking them the following questions.

- How do we send and receive mail?
- What kinds of things should we mail to our friends and family?
- How do you feel when you receive something in the mail?

Learn & Discuss: The U.S. postal service is a reliable way to send and receive messages from others. People mail many things including letters, postcards, foods and packages. Allow your child to think through the kinds of deliveries they've seen come to their home.

Literacy Activity - Letter to a Friend: Assist your child in identifying someone to write a letter to. Have them use the following template or blank paper to write the letter. Make sure they use complete sentences, correct capitalization, space between words and punctuation marks.

_____ (Date)

_____ (Greeting)

_____ (Body)

_____ (Closing)

_____ (Signature)

Music/Movement Activity - Stretch it Out: Allow your child to take a break and bring some flexibility back into their spines. Have them stand with their feet shoulder-distance apart. Put their left hand on their hip and raise their right hand overhead. Lean to the left and stretch their arm as far as they can to the left. Repeat on the right side. Then stand tall and slowly roll down one vertebrae at a time until their hands reach the floor (or at least their shins). Have them take a deep breath then slowly roll back up. Repeat as necessary.

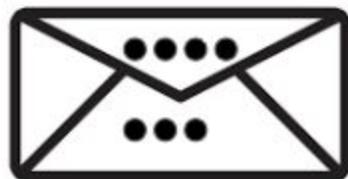
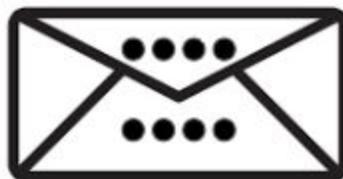
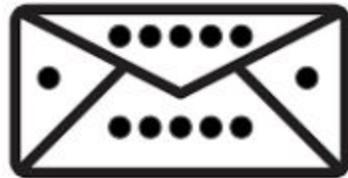
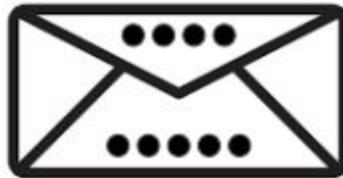
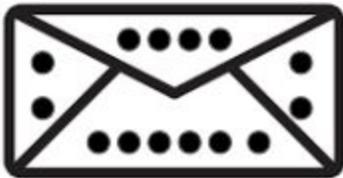
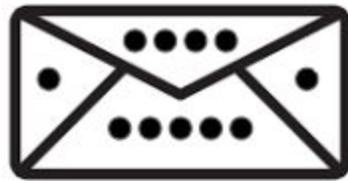
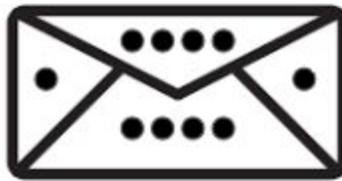
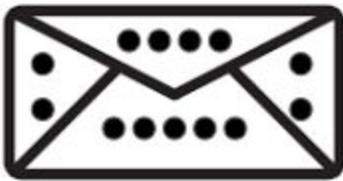
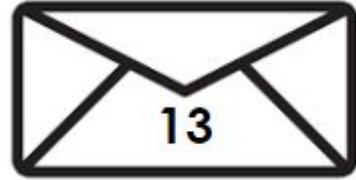
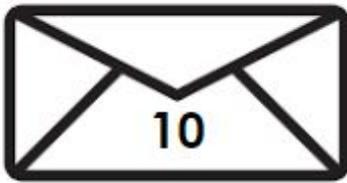
Math Activity - Mail Tracker: Help your child keep a record of the number of pieces of mail delivered each day for a week. Allow them to count and think through the following solutions.

- Which day had the most pieces of mail?
- Which day had the fewest pieces of mail?
- How many total pieces of mail did you receive for the week?

Day of the Week	Total Pieces of Mail
Sunday	
Monday	
Wednesday	
Thursday	
Friday	
Saturday	

Extension Activities: Allow your child to sort the mail into categories or by addressee and compare the numbers. They may also start a journal with a friend or family member. Encourage them to take turns writing and responding to each other. They can use U.S. mail or email.

Mailbox Math: Have your child match the envelopes below to the envelope with the same number of dots. Have your child choose two number envelopes and find the sum. For example, your child chooses 10 and 8, $10 + 8 = 18$. To make this activity more challenging, have your child choose 3 numbers and find the sum.



Social Emotional Activity: Have your child design their own stationary for letters. They can use coloring materials to make it as decorative as they want!

Day 3: Post Card

Introduce the Topic: Explain to your child that post cards are a fun way to communicate with family and friends. Help them think through the following questions.

- Have you seen a postcard before?
- How is it similar to a letter in the mail? How is it different?
- Why do you think people use them?

Learn & Discuss: Postcards are similar to letters except the messages are shorter and they do not require an envelope. Many people send them to others when they are on vacation. One side includes a message and the other side usually has a photo or illustration from the place of origin.

Literacy Activity: Ask your child to think about an imaginary place that they would like to visit. Allow them to draw a picture of this place and write a message to a friend or relative.

(Drawing)	(Message)
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Music/Movement Activity - Jump!: Have your child pretend they are bouncing on a mini-trampoline (this will keep their movement on a vertical plane instead of all over the room) and give them a couple of minutes to let loose!

Math Activity - I Wonder: Ask your child to look at the following postcard examples. Ask them to complete the following questions.

1. Show what is happening using pictures, models, or numbers.
2. What do you notice? What do you wonder?
3. What math questions can you ask about this situation? Answer all the questions you can!



Extension Activities: Create postcards from all the places you've visited in the past or would like to visit in the future. Write a special message to yourself from the past or yourself in the future.

Math is Everywhere: Cut out the postcard below. Fold on the dotted line and cut out along the solid lines. Hold the postcard up around the house. Find items that are the same shape.



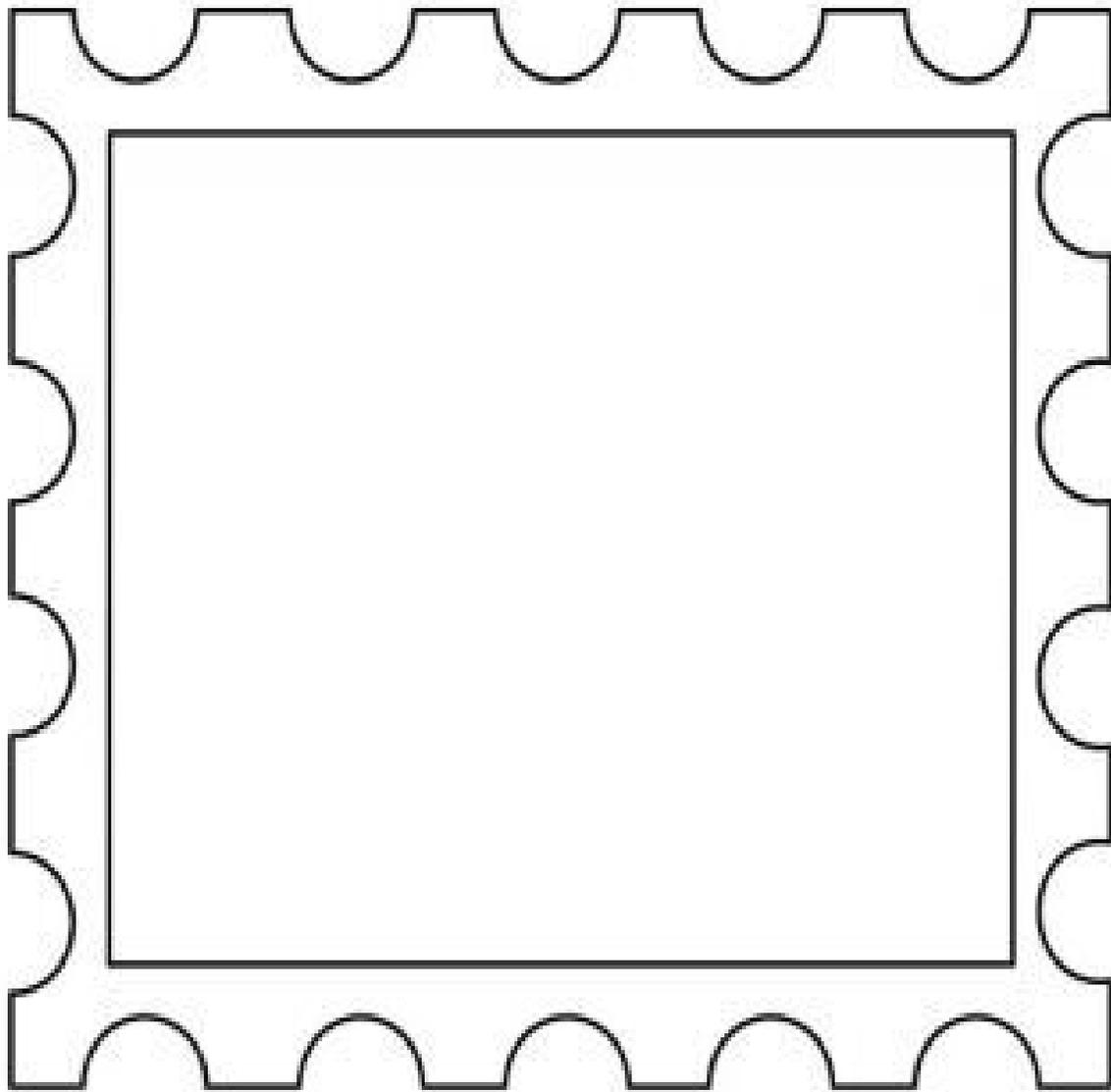
Day 4: My Own Stamp

Introduce the Topic: Explain to your child that postcards letters and postcards are required to have a stamp in order to be delivered. Begin by asking the following questions.

- Do you know what a stamp is used for?
- What kinds of stamps have you seen?
- On which part of the envelope or postcards do we typically see stamps?

Learn & Discuss: Stamps are used when mailing letters or packages through the United States Postal Service. They serve as evidence that the sender has paid for the postal services. A philatelist is someone who collects, studies and loves stamps. Tell your child they can become one today.

Literacy Activity -Design a Stamp: Allow your child to think about a design for a stamp. Ask them to use the following template to create their very own stamp.



Music/Movement Activity - Stir the Pot: Have your child visualize they are standing in front of an enormous cauldron. Inside the cauldron is an ooey-gooney pot of caramel. Take hold of a large stirrer and plunge it to the bottom of the pot. Slowly begin to stir in a clockwise direction. Have them use their whole body to help get a full range of motion in their wrists and shoulders. Instruct them to throw their hips into the action. After a minute or two, reverse the direction.

Math Activity - 1847: Tell your child that the first U.S. stamp was created in 1847. Using the number 1847, ask them to find the following solutions.

1. Add the digits $1+8+4+7$. What is the sum?
2. How many ways can you show the new number?
3. Select two of the ways you showed the number. What connections do you see?
4. Write a story problem to go with one of your ways to show the number.

Extension Activities: Allow your child to reflect on their stamp design. Have them write why they chose it, how they can add more details, what they would change if they did it again and how they feel

about the finished product. Challenge your child to use the number 1,847 and answer the same questions.

Stamp Patterns: Draw the stamps that would come next. Using these stamps, or making your own, create your own stamp patterns. Challenge yourself, create a growing pattern with the stamps.



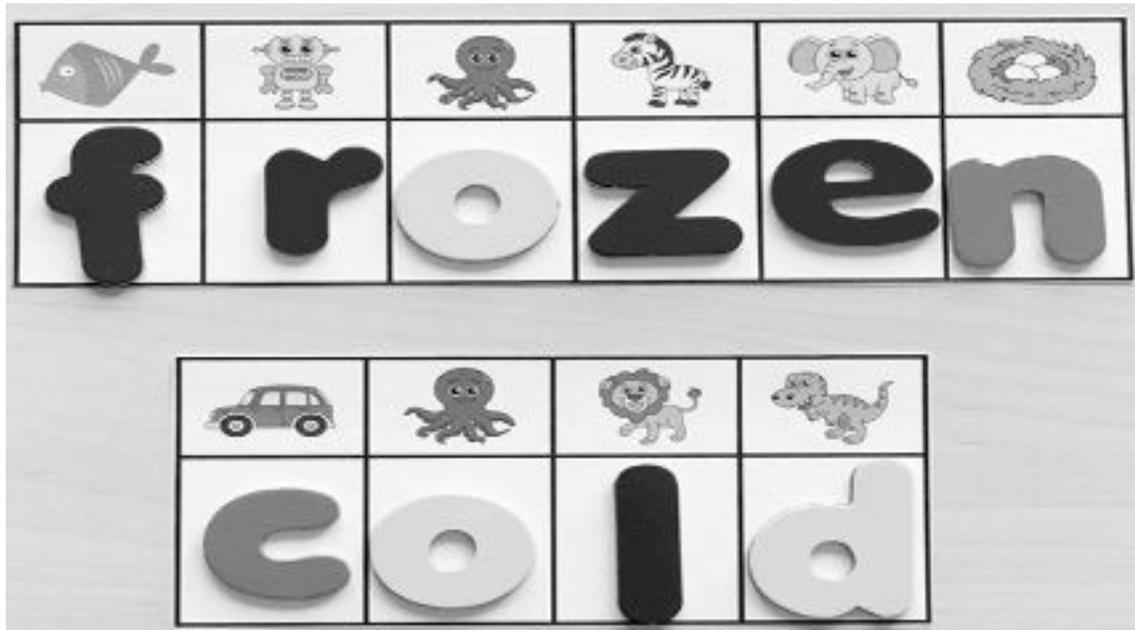
Day 5: Secret Code

Introduce the Topic: Explain to your child that secret codes are another fun way to communicate with others. Begin by asking the following questions.

- Why do you think people use secret codes?
- Which professionals do you believe might use them for work?
- Have you ever seen or heard any?

Learn & Discuss: Secret codes have been used for many years to protect private messages. Secret codes come in a variety of formats including letters, words, numbers, symbols and sounds.

Literacy Activity - Code Words: Allow your child to think about someone they'd like to communicate with using secret codes. Assist them with identifying and drawing (or printing) a picture of an object that begins with each letter of the alphabet. Once complete, ask them to arrange the pictures to create a word using each picture's beginning sounds. See the picture below for an example.



Music/Movement Activity: X's and O's: Walk your child through the following exercise: Sitting in a chair with your feet on the ground and legs together, curl your body into your lap, folding yourself into a tiny O shape. Next, open your arms and legs wide, forming an X shape with your body. Pull back into an O shape, then back out to an X shape. Repeat three times.

Math Activity - Number Code: Ask your child to assign each letter of the alphabet a number in order. (A=1, B=2, C=3, etc.) Allow them to create words using the code and send a message to a friend or family member. They can use the following chart as a guide.

Letter	Number Value	Letter	Number Value	Letter	Number Value
A		J		S	
B		K		T	
C		L		U	
D		M		V	
E		N		W	
F		O		X	
G		P		Y	
H		Q		Z	
I		R			

Extension Activities: Challenge your child to think of another way to create a secret code and send daily messages for someone else to decode. You can also create them and have your child figure out each word or message.

Crack the Math Code:

Problem	Answer	Code Letter
$10 + 2$		
$18 - 13$		
$12 - 9$		
$9 + 5$		
$15 - 7$		
$13 - 8$		
$8 + 4$		
$16 - 9$		
$13 - 12$		

3 8 1 12 12 5 14 7 5

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

U	V	W	X	Y	Z
21	22	23	24	25	26

Social Emotional Learning Activity: Allow your child to reflect on their secret codes. Have them write what they would change if they did it again and how they feel about the finished product.

Additional Digital Resources: Check out these additional resources with your child to extend your child's exploration of communication! As you work through these resources, continue to ask your child open-ended questions, such as:

- What does this activity make you think about?
 - How can we solve this problem?
 - Why is this important?
 - What other ideas do you have?
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Read Alouds

It Came in the Mail

<https://www.youtube.com/watch?v=lz0KD4feq8A>

Decibella and her 6-inch Voice

<https://www.youtube.com/watch?v=MWI5MfjhGuE>

PebbleGo (articles, activities, and video) Username = cps Password = cps
Communication

<https://site.pebblego.com/modules/16/categories/10388/articles/10400>

Communication Then and Now

<https://site.pebblego.com/modules/5/categories/5001/articles/5108>

Video

Postcards from Buster episode 4 A Sense of Direction Chicago, Illinois

<https://www.youtube.com/watch?v=DwnUgg13Tg>

PBS Learning Media

Post Office Field Trip (video)

<https://illinois.pbslearningmedia.org/resource/596fdec9-36aa-4f7b-818e-d8701259ac0e/post-office-field-trip/>

Coding is a Kind of Storytelling (video)

<https://illinois.pbslearningmedia.org/resource/codingandstorytelling/coding-is-a-kind-of-storytelling-pbs-kids-scratchjr/>

Math Learning Center - Math at Home

<https://mathathome.mathlearningcenter.org/kindergarten>

Kindergarten Activities of the Day

<https://mathathome.mathlearningcenter.org/activities-of-the-day>

DREME Network At Home Early Math Learning Kit

https://dreme.stanford.edu/sites/g/files/sbiybj9961/f/dreme_at-home_early_math_learning_kit_for_families.pdf

